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ABSTRACT

This report discusses the progress of a task force interested in improving the quality of teaching and sophistication of student knowledge in the area of international relations and international studies. The report has two sections, history and organization, and a progress report. The first section outlines the rationale, goals and specific areas of work of the commission. The main goal is to facilitate the transmission of international studies scholarship resources to a variety of educational targets. The task force structure and program are outlined in relation to implementation of these goals. The second section describes the task force's basic assumptions and activities. Activities include a target client search, curriculum materials development and collection, diffusion and publishing efforts, funding and task force membership. The two major groups working on pre-collegiate education are recognized along with other organizations working on aspects of pre-collegiate international studies education. (KSM)

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Report of The

TASK FORCE ON INTERNATIONAL STUDIES EDUCATION

A Joint Project of The:

AMERICAN POLITICAL SCIENCE ASSOCIATION
Committee on Pre-Collegiate Education

CENTER FOR WAR/PEACE STUDIES

INTERNATIONAL STUDIES ASSOCIATION
Education Commission

SP006219

To The

INTERNATIONAL STUDIES ASSOCIATION

Education Commission

13th Annual Convention

Dallas, Texas

March 14-18, 1972

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This is a long report for a short period of time (the Task Force was created only a little more than four months ago and the funded work began at the first of the year). The Executive Committee feels a responsibility, however, to report the Task Force's purposes and concept as well as its activities for the information and consideration of the newly formed Education Commission.

Respectfully submitted,

Lee F. Anderson

William D. Coplin

Robert W. Gilmore

James E. Harf,
Project Director

HISTORY AND ORGANIZATION

I. RATIONALE

The International Studies Association has long been concerned with improving the quality of teaching and the sophistication of student knowledge in the area of international relations and international studies. This led in 1970 to the formation of the ISA Teaching Group. In the summer of 1971 the Teaching Group proposed the establishment of an ISA Education Commission (similar to the already existing ISA Research Commission).

The ISA leadership responded favorably to this proposal and in November 1971 the Education Commission was activated with William D. Coplin, Department of Political Science, Syracuse University, as chairman.

The organizing meeting of the ISA Education Commission was held during the ISA Leadership Group meeting November 3-4, 1971 at Columbus, Ohio, at which time it was decided to form a joint task force with the APSA Committee on Pre-Collegiate Education and the Center for War/Peace Studies. This Task Force on International Studies Education is working to achieve the goals of the ISA Education Commission and to establish its unique role in the field.

II. GOALS OF THE TASK FORCE

The Task Force is created to:

A. Facilitate the transmission of international studies scholarship resources (professional knowledge and educational technology) to a variety of educational targets such as: students - elementary, secondary, undergraduate, graduate, and adult; teachers and professors; decision makers; and the general public.

B. Service the ISA membership and other interested organizations in various ways which could include: liaison functions; continuing assessment of the state of the art of international studies education; programs and services for ISA members and other; etc.

C. Facilitate the growth and development of the ISA as ". . .an important professional society. . ." for the development of ". . .a global social science. . ."* by strengthening its programs, recruiting new ISA members among those interested in the teaching aspects of international studies, building its image, etc.

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*From ISA Brochure

D. Put into practice the goal of cooperation among organizations which would result in the conservation of intellectual, temporal and financial resources.

III. SPECIFIC AREAS OF WORK

NOTE: Three general principles guided the selection of the first work areas: (1) Priorities based primarily on the concerns and needs of the ISA Education Commission; (2) With limited resources we must concentrate our efforts. ISA has in the past been and will continue to be vitally concerned with pre-collegiate education. The Task Force has chosen, however, to concentrate for the immediate future on the undergraduate level. While work in the elementary and secondary school field leaves much to be desired, there are substantial organizations active there. The undergraduate field, however, is even more undeveloped, and is also an area of deep concern for the ISA Education Commission; (3) Goals must be modest (crawl before fly), the first being to identify the educational target with some precision.

This probe will enable us, with a minimum of expense and energy, to reach more quickly a more sophisticated understanding and program design for future work.

A. Educational target client search - Concentrate on identifying and profiling as precisely as possible the audience of undergraduate instructors, considered crucial to all work in the first selected target of undergraduate education. This initial investigation is a prerequisite to developing future program plans in the following specific areas of work:

B. Curriculum materials development and collection - Build on the efforts of the Center for War/Peace Studies in pre-collegiate areas to collect existing materials designed to further international educational objectives at the college, graduate and adult levels. Collection is a first step toward a program of developing, stimulating and evaluating needed materials. It was felt that certain of these functions such as evaluation require a university image for best results.

C. Diffusion - Engage in cooperative activites through such media as workshops, curriculum lists, critical surveys, and consultation, with particular emphasis on the university, college, teachers college and junior college levels.

D. Publishing - Combine financial and organizational resources to publish and promote selected studies in the international studies education field. Four ISA studies on elementary, secondary, college and university, and continuing education, written by Judith V. Torney/Donald N. Morris, James M. Becker/Maurice A. East, Maurice Harari, and William C. Rogers, respectively are being published.

E. Funding - Cooperative or complementary fund raising to support programs and activities in international studies education appropriate for Task Force sponsorship or co-sponsorship.

IV. IMPLEMENTATION

A. Task Force Structure

1. Executive Committee - Lee F. Anderson (APSA, Committee on Pre-Collegiate Education), William D. Coplin (ISA Education Commission), and Robert W. Gilmore (Center for War/Peace Studies) serve as the Executive Committee. They are responsible for all policy and program decisions, represent their organizations in the Task Force, and report to their organizations.

2. Operations and Administration - The Center for War/Peace Studies is responsible to the Executive Committee for day to day operations and administration.

3. Staff - James E. Harf is serving as the Task Force Project Director responsible for carrying forward the policy and programs agreed upon by the Executive Committee, and is operationally responsible to the Center for War/Peace Studies. In order to enable him to begin work without delay, the CW/PS advanced his 1/2 time salary and expenses for the winter quarter of 1972.

4. Consultative Group - The Consultative Group is an advisory group composed of people with special knowledge or experience they are willing to make available to the Task Force.

B. Task Force Program

1. Winter quarter

(a) Principal Objectives

(1) Educational target client search -- teachers of international studies at the undergraduate level (junior college, liberal arts college, teacher training institution, large university).

(A) Identify clients
(B) Profile client needs and constraints
(C) Program recommendations to service clients

(2) Content and diffusion experimentation

(A) Utilization of scheduled meetings and workshops
(B) Investigation and observation of pre-college and undergraduate workshops and publications, interviews, etc.

(3) Structure building (to be determined as behavioral objectives are defined).

2. Spring quarter — to be determined, based on results of winter quarter work

3. Summer quarter

PROGRESS REPORT

I. BASIC ASSUMPTIONS

The Task Force adopted some basic assumptions in the first days of operation. These include the following:

A. The undergraduate instructor of international studies, among all potential academic targets, has not been the recipient of scholarly products and educational materials.

B. The principal educational target of the Task Force must be identified and profiled before elaborate servicing programs can be designed.

C. Clients identified locally (e.g. the state of Ohio) or in the vicinity of national and regional conventions and workshops (e.g. the Dallas area) can serve as an adequate initial sample.

D. Existing surveys, some yet unanalysed, can provide some useful information.

E. Demonstration workshops, held either at national professional meetings or in conjunction with pre-collegiate workshops, allow for initial feedback concerning the nature of potentially useful curriculum materials and approaches.

II. ACTIVITIES

A. Target client search

1. Contacted president of the Ohio Association of Independent Colleges (the President of Capital University) in order to increase the capacity of the Task Force to maximize its programmatic efforts within the state of Ohio sample.

2. Visited north Texas area to create a second sample group -- instructors from undergraduate institutions in that geographic region.

3. Organized an intensive panel at this Convention addressing itself to the fundamental question of client needs and constraints. Formal participants include instructors from north Texas area as well as others who expressed specific interest in the panel.

4. Organized a second intensive panel at this Convention which focuses on four problem areas identified as:

   --*Multi-Media Techniques in International Education*
   (Susan Stoudinger--University of South Florida)

   --*Prospects for Educational Research in International Studies*
   (Edwin Fedder--University of Missouri, St. Louis)

   --*The Training of Undergraduate Instructors in International Studies*
   (John Lovell--U.S. Naval Academy, on leave from Indiana University)

   --*Interdisciplinary Programs in International Studies*
   (Jan Adams--Ohio State University)

5. Began the examination of existing surveys most of which, although addressing themselves to other questions, touch base on our targets. Rosenau's survey of ISA Leadership group (N=101) and Anderson's survey of political science departments for the APSA pre-collegiate committee are two examples.

6. The literature of education, international studies, and social science is being searched for published attitudes regarding client needs and constraints.

7. Presented a list of basic questions to intensive panel participants at this Convention and requested their reaction to each. Responses have been evaluated and form the basis of the final agenda for the intensive panel.

8. Prepared a list of 15 education-related activities at this Convention and circulated it to those who are known to be interested parties.

The basic assumption that the primary educational target - the undergraduate instructor - must be profiled in a systematic fashion before the remaining programmatic goals are implemented, has required the Task Force's work thus far to be concentrated there. Some preliminary work has been done, however, in the selected areas of work described below.

B. Curriculum materials development and collection.

1. The pre-collegiate level curriculum collection and development facility of the Center for War/Peace Studies has been expanded to encompass a survey at the undergraduate level as well.

2. Search of education, international studies, and social science literature for relevant materials has begun.

3. Preparation of materials designed to describe or map the international system (e.g. distribution of resources and values) is underway, as well as the experimentation in multi-media techniques to disseminate such information.

4. Interaction has begun with the Teaching Aids Laboratory (the Ohio State University), an organization which assists in the preparation, selection, and utilization of audio-visual materials and equipment.

5. There has been experimentation with resources contained in the Behavioral Sciences Laboratory of Ohio State.

6. An experimental workshop for advanced graduate students in international politics (to be held for 10-week period during summer 1972 at the Behavioral Sciences Laboratory of the Ohio State University) has been constructed. The focus will be the development, testing, and evaluation of multi-media techniques for an introductory course in international politics. A group of approximately 60 undergraduate students will participate.

7. A bibliography of materials designed specifically for undergraduate education is being compiled (very few exist).

8. Discussions have been held with interested parties concerning alternative models of materials collection and development. A later report of the Task Force will focus on this topic.

C. Diffusion

1. Efforts have been made to widen the participation of scholars in the Education-Section materials exhibit at this Convention's activity fair. Letters have been sent to major writers inviting them to demonstrate curricula, syllabi, simulations, analytic exercises, etc. Textbook authors have been urged to bring copies of their work and to discuss contents, philosophy, and teaching techniques, and materials to accompany the text. It is hoped that this materials exhibit will be the initial step in the development of a systematic diffusion mechanism.

2. Future workshops and national-regional conventions are to be utilized. Arrangements are underway for incorporation of diffusion systems into a number of such meetings.

D. Publishing

1. The first publishing project undertaken by the Task Force is well underway. Under the editorship of Charles Bloomstein of the

Center for War/Peace Studies a series of four studies under the general title GLOBAL DIMENSIONS IN U.S. EDUCATION has been prepared by specialists. Each examines a particular educational level; together they provide a broad summary of the state of the art. Maurice Harari's study, THE UNIVERSITY, is available at this Convention. THE ELEMENTARY SCHOOL, by Judith V. Torney and Donald N. Morris, will be available in April, 1972, to be followed by THE SECONDARY SCHOOLS, by James M. Becker and Maurice A. East, and William C. Rogers' THE COMMUNITY.

2. Initial findings of the Task Force will be presented in a paper to be delivered at the Midwest Political Science Association's annual meeting in late April.

3. Publication outlets will be sought for the final report of the client needs/constraints survey. Several opportunities will be explored.

4. One section of the intensive panel (at this Convention) on innovation in training, technique, and substance will address itself to the problems and prospects for educational research in international studies (viz. Fedder's paper). The purpose is to seek out publication vehicles, or create our own, in order to disseminate knowledge in the field.

E. Funding

1. The first financial support received for the Task Force's work has come from the U.S. Office of Education for the publishing of the four above mentioned studies.

2. Discussions were held with the National Science Foundation concerning funding possibilities under several of their programs. Discussions are to be continued in the Spring accompanied by grant proposals.

3. Foundations have been contacted to begin discussions concerning their likelihood of participating in such funding ventures.

4. After the final report on client needs/constraints has been written, a concerted effort will be made to seek adequate funding for implementing recommendations.

F. Task Force Structure

The following specialists and experts have agreed to serve on the Task Force's Consultative Group:

James M. Becker
Philip M. Burgess
H. Thomas Collins
William A. Delano
Howard Mehlinger
Richard C. Snyder
John Turner

(list in formation)

III. PRE-COLLEGIATE EDUCATION

This report would be incomplete without mentioning the work which is continuing at pre-collegiate levels. As noted above, one reason for the Task Force's decision to concentrate first on the undergraduate level was the fact that this area was even more neglected than the pre-collegiate in which a number of organizations are now working. Two of the major groups working on pre-collegiate education are members of the Task Force:

A. American Political Science Association Committee on Pre-Collegiate Education, which has two primary responsibilities:

-"to provide the profession with a continuing assessment of the discipline's relationship with elementary and secondary education."

-"to develop and to begin to implement a long range strategy through which the intellectual resources and talents of political science can be more effectively mobilized in support of improved political science education at the pre-collegiate level."*

B. Center for War/Peace Studies - a national, nonprofit, nonpartisan educational, research, and consulting agency which works through educational institutions to increase awareness and knowledge about our global society and its problems of conflict and social change. The Center's work is based on the assumptions:

-that a well informed citizenry, able to consider complex issues from transnational as well as national vantage points, can use the the democratic process to affect U.S. foreign policy and increase the prospects for a better, more peaceful world.

-that citizens acquire not only much basic knowledge about but also many attitudes toward the world during their student years, and that what is taught and learned in educational institutions is crucial.

The Center was created to facilitate the coordination of work in the field and accepts responsibility for attempting to provide an overview of the whole area. In addition to its general coordination function, the Center works to improve specific areas of the field

*From Political Education in the Public Schools: The Challenge for Political Science; Report of APSA Committee on Pre-Collegiate Education.

through joint projects with school districts, universities, educational institutions, and educational and professional organizations, and occasionally undertakes independent projects.

C. Among the other organizations working on aspects of pre-collegiate international studies education are:

African-American Institute
American Freedom from Hunger Foundation
Center for Teaching International Relations, University of Denver
Consortium on Peace Research & Educational Development (COPRED)
National Committee on U.S.-China Relations
New York State Education Department, Center for International Programs and Comparative Studies
Overseas Development Council
Social Studies Education Consortium (SSEC)
World Law Fund

For more complete information about organizations working in the field at all levels, refer to INTERCOM: *Education on War, Peace, Conflict, and Change,* Volume 12, #3; and *Teaching About War, Peace, Conflict, and Change,* Volume 13, #2.

These are available at this Convention or may be obtained on request from the Center for War/Peace Studies, 218 E. 18 Street, New York, N.Y. 10003.